

## **NORTHERN TIOGA SD**

110 Ellison Road

Comprehensive Plan | 2021 - 2024

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### **MISSION STATEMENT**

The mission of NTSD is to equip all students with a foundation of critical thinking and problem solving tools essential for lifelong learning within local and global communities.

### **VISION STATEMENT**

Empowering students to become productive citizens with a rural advantage.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Every child has value, and learning is life-long. Students' mindset affects academic achievement. Students can learn research based strategies that foster a growth mindset building academic tenacity. Intelligence is malleable and can be increased with hard work and effort (Dweck, Walton, Cohen, 2014). All students learn differently and have the capacity to learn when given the right conditions to accommodate individual differences. Students share the responsibility for their education and development of life-long goals. Family responsibility and community involvement are essential to each child's educational success. Students benefit from and are encouraged to participate in a diverse offering of programs that enhance their educational experience. Students learn to be creative thinkers, collaborative problem-solvers, and effective decision-makers. Our community wants children to be successful and thrives from the educational successes of its children who become productive and responsible members of society. The students join forces to provide a safe, positive, drug-free, and smoke-free school environment. A performance accountability system helps promote an effective and efficient education. The school district strives to use all financial and other resources in a responsible, efficient, and effective manner. Fostering a climate of mutual respect promotes learning for all students.

### **STAFF**

Every child has value and learning is life-long. Students' mindset affects academic achievement. Students can learn research based strategies that foster a growth mindset building academic tenacity. Intelligence is malleable and can be increased with hard work and effort (Dweck, Walton, Cohen, 2014). All students learn differently and have the capacity to learn when given the right conditions to accommodate individual differences. The NTSD faculty and staff share the responsibility for out students education and development of life-long goals along with student, parents/guardians, and the community. Family responsibility and community involvement are essential to each child's educational success. Students benefit from and are encouraged to participate in a diverse offering of programs that enhance their educational experience. Students learn to be creative thinkers, collaborative problem-solvers, and effective decision-makers. The faculty and staff wants children to be successful and thrives from the educational successes of its children who become productive and responsible members of society. NTSD faculty and staff join forces with students, parents, the community to provide a safe, positive, drug-free, and smoke-free school environment. A performance accountability system helps promote an effective and efficient education. The school district strives to use all financial and other

resources in a responsible, efficient, and effective manner. Fostering a climate of mutual respect promotes learning for all students.

## **ADMINISTRATION**

The administration promotes the success of every student and employee through articulating and implementing the district's vision of learning. Every child has value and learning is life-long. Students' mindset affects academic achievement. Students can learn research based strategies that foster a growth mindset building academic tenacity. Intelligence is malleable and can be increased with hard work and effort (Dweck, Walton, Cohen, 2014). All students learn differently and have the capacity to learn when given the right conditions to accommodate individual differences. The administration share the responsibility for their education and development of life-long goals along with students, parents, and the community. Leaders promote the success of every student by cultivating a school climate conducive to learning and staff professional growth. Family responsibility and community involvement are essential to each child's educational success. Students benefit from and are encouraged to participate in a diverse offering of programs that enhance their educational experience. Students learn to be creative thinkers, collaborative problem-solvers, and effective decision-makers. The administration wants children to be successful and thrives from the educational successes of its children who become productive and responsible members of society. NTSD administration join forces to provide a safe, positive, drug-free, and smoke-free school environment along with students, parents, and the community. A performance accountability system helps promote an effective and efficient education. The school district strives to use all financial and other resources to create a safe, efficient, and effective learning environment. The administration promotes success of every student by acting with integrity, fairness and in an ethical manner. (ISLLC 2008, Standard 5)

## **PARENTS**

Every child has value and learning is life-long. Students' and parent/guardian's mindset affects academic achievement. Students can learn research based strategies that foster a growth mindset building academic tenacity. Intelligence is malleable and can be increased with hard work and effort (Dweck, Walton, Cohen, 2014). All students learn differently and have the capacity to learn when given the right conditions to accommodate individual differences. Parents/guardians share the responsibility for their education and development of life-long goals. Family responsibility and involvement are essential to each child's educational success. Students benefit from and are encouraged to participate in a diverse offering of programs that enhance their educational experience. Students learn to be creative thinkers, collaborative problem-solvers, and effective decision-makers. Our parents/guardians want children to be successful and thrives from the educational successes of its children

who become productive and responsible members of society. Parents/guardians join forces to provide a safe, positive, drug-free, and smoke-free school environment along with faculty, staff, students and the community. A performance accountability system helps promote an effective and efficient education. The school district strives to use all financial and other resources in a responsible, efficient, and effective manner. Parents/guardians foster a climate of mutual respect promotes learning for all students.

## **COMMUNITY**

Every child has value and learning is life-long. We believe that a student's mindset affects academic achievement. Students can learn research based strategies that foster a growth mindset building academic tenacity. Intelligence is malleable and can be increased with hard work and effort (Dweck, Walton, Cohen, 2014). All students learn differently and have the capacity to learn when given the right conditions to accommodate individual differences. The community shares the responsibility for our students' education and development of life-long goals along with parents/guardians, faculty and staff. Community involvement is essential to each child's educational success. Students benefit from and are encouraged to participate in a diverse offering of programs that enhance their educational experience. Students learn to be creative thinkers, collaborative problem-solvers, and effective decision-makers. Our community wants children to be successful and thrive from the educational successes of its children who become productive and responsible members of society. The community joins together with students, parents/guardians, faculty and staff to provide a safe, positive, drug-free, and smoke-free school environment. A performance accountability system helps promote an effective and efficient education. The school district strives to use all financial and other resources in a responsible, efficient, and effective manner. The community fosters a climate of mutual respect promotes learning for all students.

## STEERING COMMITTEE

Name	Position	Building/Group
Dr. Diana Barnes	Superintendent	Northern Tioga School District
Daniel Fie	Director of Student Services	Northern Tioga School District
Kristopher Kaufman	Williamson High School Principal	Williamson Jr./Sr. High School
Matthew Sottolano	Cowanesque Valley High School Principal	Cowanesque Valley Jr./Sr. High School
Cheryl Sottolano	Westfield Elementary School Principal	Westfield Area Elementary School
Jess Millard	Clark Wood Elementary School Principal	Clark Wood Elementary School
Christina Fry	R.B. Walter Elementary Principal	R.B. Walter Elementary School
Julie Preston	Board Member	NTSD School Board Member
Kathy VanSchaick	Business Manager	Northern Tioga School District
Beverlea Hamilton	Cowanesque Valley High School	Guidance Counselor (7-12)
Susan VanPelt	Clark Wood Elementary School	Social Worker (K-6)
Christine Wilson	Williamson High School	Guidance Counselor (7-12)
Jennifer Bulter	Clark Wood Elementary School	Intermediate Teacher

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Lori Kennedy	R.B. Walter Elementary School	Intermediate Teacher
Tammy Owlett	Westfield Elementary School	Intermediate Teacher
Amy Plunkert	R.B. Walter Elementary	Primary Teacher
Lesley Gardner	NTSD District Wide	Gifted Teacher
Karen Butler	Clark Wood Elementary School	Life Skills Teacher
Heather Sproule	Clark Wood Elementary School	Special Education Teacher
Todd Terpstra	Northern Tioga School District	Technology Director
Deborah Johnson	Cowanesque Valley High School	Middle School Teacher
Charrisse Willson	Westfield Elementary School	Social Worker
Brion Antoine	Williamson High School	Business Education Teacher
Bobbi Button	Williamson High School	Middle School Teacher
Janine Young	R.B. Walter Elementary School	Guidance Counselor (K-6)
Jamie Jo Sickler	Cowanesque Valley High School	Learning Support Teacher
Kevin Wilson	Northern Tioga School District	Social Worker
Krista Bower	NTSD, Clark Wood Elementary	Parent

Name	Position	Building/Group
Chris Martin	NTSD Westfield Area Elementary	Parent
Michelle Ackley	NTSD CV Parent	Parent

# ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The district needs a system wide SEL professional development model that supports both students and staff.	Social emotional learning
NTSD seeks to continue using the Learning Focused Schools Framework but recognizes that professional development needs to focus on the most updated framework for instruction.	Professional learning  Essential Practices 1: Focus on Continuous Improvement of Instruction

# ACTION PLAN AND STEPS

Evidence-based Strategy	
Learning Focused Schools	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Learning Focused Schools Train the Trainer Institute	The school district will provide professional development through Learning Focused School to update the district LFS trainers on the most current LFS best practices, framework, and programming. This training will also include the incorporation of additional trainers. The Train the Trainer institute will provide participants with the common language and strategies needed to effectively redeliver professional development that is job-embedded and distributed across the school year. Trainers will be able to tailor professional development to



Goal Nickname	Measurable Goal Statement (Smart Goal)
	meet the specific needs of teachers while ensuring consistency and pervasiveness of practices across all grade levels and content areas. Follow up to the Train the Trainer Institute will include the training of the professional staff on the updated LFS Instructional Framework
Professional development on LFS coaching for the school district administrators.	School district administrators will receive professional development on implementation coaching in order to provide teachers with the support in areas of need in order to improve implementation of the LFS Instructional Framework. These sessions are targeted to ensure that the district administrators have the necessary background and resources to coach the classroom teachers on their planning and implementation of the LFS instructional framework.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The school district's LFS trainers will participate in a Train the Trainer Institute that will be delivered by LFS Instructional Specialists. The district's trainers will receive training on the updated LFS Instructional Framework.	2022-06-13 - 2023-10-16	Principal of Academic Affairs	Trainers LFS Instructional Specialists Training Materials
Teachers and professional staff will receive training on the three stages of the LFS Instructional Framework: high performance, increasing the rigor, and accelerating.	2022-08-30 - 2023-06-02	Principal of Academic Affairs	Professional Development time LFS Trainers Training Materials
District administrators will receive professional development on LFS Coaching.	2022-08-30 - 2023-06-02	Principal of Academic Affairs	LFS Leadership Specialist

Anticipated Outcome
Following the accelerating learning training, teachers will be able to develop and deliver lessons that effectively address learning gaps among students.

Monitoring/Evaluation
Building principals and district level administration will support implementation at the classroom level through walk-through monitoring of lessons and coaching of teachers in need of support.
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Evidence-based Strategy
SEL Professional Development

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
SEL Professional Development Model	The district will implement a model for professional development that is used consistently in each school.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The school district will contract with Moritz Consulting to develop a SEL professional development program that is targeted to meeting the needs of the district students and staff.	2022-08-08 - 2024-06-07	Principal of Academic Affairs	All materials to be provided through work done with Moritz Consulting.

**Anticipated Outcome**

The work in year one will lead to the implementation during year 2.

**Monitoring/Evaluation**

The core team will actively monitor the implementation and assess it's effectiveness through data collection.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The school district will provide professional development through Learning Focused School to update the district LFS trainers on the most current LFS best practices, framework, and programming. This training will also include the incorporation of additional trainers. The Train the Trainer institute will provide participants with the common language and strategies needed to effectively redeliver professional development that is job-embedded and distributed across the school year. Trainers will be able to tailor professional development to meet the specific needs of teachers while ensuring consistency and pervasiveness of practices across all grade levels and content areas. Follow up to the Train the Trainer Institute will include the training of the professional staff on the updated LFS Instructional Framework (Learning Focused Schools Train the Trainer Institute)</p> <p>School district administrators will receive professional development on implementation coaching in order to provide teachers with the support in areas of need in order to improve implementation of the LFS Instructional Framework. These sessions are targeted to ensure that the district administrators have the necessary background and resources to coach the classroom teachers on their planning and implementation of the LFS instructional framework. (Professional development on LFS coaching for the school district administrators.)</p>	Learning Focused Schools	Teachers and professional staff will receive training on the three stages of the LFS Instructional Framework: high performance, increasing the rigor, and accelerating.	08/30/2022 - 06/02/2023

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will implement a model for professional development that is used consistently in each school. (SEL Professional Development Model)	SEL Professional Development	The school district will contract with Moritz Consulting to develop a SEL professional development program that is targeted to meeting the needs of the district students and staff.	08/08/2022 - 06/07/2024



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The school district will provide professional development through Learning Focused School to update the district LFS trainers on the most current LFS best practices, framework, and programming. This training will also include the incorporation of additional trainers. The Train the Trainer institute will provide participants with the common language and strategies needed to effectively redeliver professional development that is job-embedded and distributed across the school year. Trainers will be able to tailor professional development to meet the specific needs of teachers while ensuring consistency and pervasiveness of practices across all grade levels and content areas. Follow up to the Train the Trainer Institute will include the training of the professional staff on the updated LFS Instructional Framework (Learning Focused Schools Train the Trainer Institute)</p> <p>School district administrators will receive professional development on implementation coaching in order to provide teachers with the support in areas of need in order to improve implementation of the LFS Instructional Framework. These sessions are targeted to ensure that the district administrators have the necessary background and resources to coach the classroom teachers on their planning and implementation of the LFS instructional framework. (Professional development on LFS coaching for the school district administrators.)</p>	Learning Focused Schools	Teachers and professional staff will receive training on the three stages of the LFS Instructional Framework: high performance, increasing the rigor, and accelerating.	08/30/2022 - 06/02/2023



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## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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School Board Minutes or Affirmation Statement

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**Signature (Entered Electronically and must have access to web application).**

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Chief School Administrator

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

FRI Career Indicator/Career Readiness Meets or Exceeds

NTSD High School Graduation rate meets or exceeds target

Overall Science PSSA Achievement is strong

LEA Rigorous Courses of Study

K-6 Attendance Data Meets or Exceeds Target Goal

Professional growth and development of SEL across contents

Implementation of PBIS in positively impacting school culture and climate

Development of a better understanding with school personnel of the impact of poverty on students and families

Student Achievement in ELA in our last state assessment (2019 PSSA/Pre-pandemic) was overall 57.7 and the state percentage was 60.9. Historically a few points below, yet still in the range of the state percentage. Prior to 2019, there were three years in the 60's, therefore the programmatic data is consistent.

### Challenges

Increase/Meet or exceed FRI Targets in Mathematics 3-8 and for ED, IEP subgroups

Increase/Meet or exceed FRI Targets in ELA 3-8 and for ED, IEP subgroups

Maintain or increase regular attendance

The loss of students due to home education, online, partially online and quarantines are impacting the continuity of our ELA instruction. NTSD is also anticipating that the loss of sequential, explicit instruction may very well have an impact on our future PSSA ELA scores due to gaps experienced due to the pandemic.

Appear to be declining slightly in PSSA ELA over time. Tests have been shortened. It will be critical to focus on the students with disabilities subgroup.

Three reporting categories that could be a focal point would be "Conventions of Standard English- Writing," "Key Ideas and Details" and the TDA for an overall increase in points.

## Strengths

Professional growth and development of SEL across contents

Implementation of PBIS in positively impacting school culture and climate

Development of a better understanding with school personnel of the impact of poverty on students and families.

Elementary Science PSSA scores significantly exceed the state baseline targets for all student group and economically disadvantaged.

Elementary scores have been traditionally high.

Professional growth and development of SEL across contents

Implementation of PBIS in positively impacting school culture and climate

The career benchmarks (although a new indicator) exceeds the state benchmarks.

The activities involved in meeting the career indicators may help aide students in future careers, make courses elective decisions and determining their skills, interests and abilities with the help of teachers and counselors.

NTSD offers a number of courses of rigorous study through the

## Challenges

"All subgroup" need to seek to hit baseline targets.

"Students with disabilities" subgroup need to seek baseline targets.

"Economically Disadvantaged" subgroup seek to meet baseline targets.

The loss of students due to home education, online, partially online and quarantines may impact the continuity of our math instruction. NTSD students have experienced some gaps in their explicit math instruction with a state appropriately certified teacher in a classroom. The classroom enables the teacher to discern through face-to-face instruction students that need clarification, support, and re-teaching of math.

8th Grade Science will continue to strive to meet state baseline targets in all student group and economically disadvantaged.

Strive to meet baseline targets for the Biology Keystone Assessment and to aide in future graduation requirements (Prof. or advanced or students meeting a composite score).

The loss of students due to home education, online, partially online and quarantines due to the pandemic are anticipated to have some affect on science instruction, particularly in grades 7-11.

Difficulty in growing apprenticeship programs, CTE courses,

## Strengths

ACE Corning Community College, ESP at Mansfield University and PENN NOW through Pennsylvania College of Technology. All are low cost or free to students with exemption if there is a need to purchase a textbook.

Professional growth and development of SEL across contents

Implementation of PBIS in positively impacting school culture and climate

Development of a better understanding with school personnel of the impact of poverty on students and families

In 2010 NTSD began implementing Learning Focused Schools, a comprehensive instructional framework build on evidence based practices. One components of the LFS framework is Monitoring for Achievement in which monitoring focuses on patterns of effective instructional practices in LFS. This professional practice aides teachers in reflecting and leading towards systemic improvements. The framework provides consistent, pervasive and purposeful implementation. Additionally, the district implemented power curriculum and uses the LFS framework for curriculum writing.

Another component of LFS is to refresh professional understandings of learning focused lessons. NTSD has eight LFS instructional coaches that can provide formal and informal re-teaching sessions. Exemplary lessons are "purposely planned in

## Challenges

internships, externships, co-ops as defined by PDE Industry-Based Learning Indicator for the Future Ready PA Index.

It seems there has been some change in seeking industry based credentials. The defined credentials have remained available to see on the PDE site. Some thought had been given to systematically building credentials into courses that are very suitable, such as ServSafe in Family Consumer Science courses. It seems that this may have shifted from the state. A plethora of options has been difficult to build into the educational system. Some standard, very suitable industry certifications would help offer these opportunities to students.

"Students with disabilities" subgroup need to seek baseline targets.

"Economically Disadvantaged" subgroup seek to meet baseline targets.

Please see Summary of Strengths and Challenges from the Needs Assessment section in each school plan. Additionally, WHS's comprehensive school wide plan is available in the Future Ready Index school plan section.

NTSD seeks to continue to use the Learning Focused Schools Framework.

The loss of students in school due to home education, online,

## Strengths

order to provide students with engaging and challenging instruction." Increasing the use of HOT, summarizing, vocabulary in context, advanced organizers, and non verbal representations.

NTSD can leverage the LFS instructional coaches and administrative leadership to re-teach Higher Order Thinking (HOT) systematically as the impact on achievement is a 45% percentile gain. HOT LFS strategies will deepen student understandings of the content and increases the ability to retain, apply and transfer learning.

NTSD can leverage the LFS instructional coaches and administrative leadership to re-teach accelerating learning for all focusing on previewing, scaffolding and differentiating in order to aid in closing the achievement gap, with a focus on the following subgroups: economically disadvantaged and students with disabilities.

The district has embraced and continues to train newly hired teachers to APL, classroom and instructional strategies that improve learning outcomes.

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## Challenges

partially online and quarantines have made it difficult to use all LFS practices. The social elements of learning are not possible online and many students do not have consistent, adequate internet.

The focus on online instruction, need for technology and keeping google classrooms updated has shifted teacher time to managing these facets of teaching. LFS lessons, HOT strategies and accelerating learning for all takes planning time to prepare for teaching and learning.

The district recognizes that students have experienced gaps in instruction (learning gaps). The district would seek to look into system of accelerated learning to address these learning gaps.

Development and implementation of a sustainable SEL professional development model.

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## Most Notable Observations/Patterns

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Challenges	Discussion Point	Priority for Planning
Increase/Meet or exceed FRI Targets in Mathematics 3-8 and for ED, IEP subgroups	Examine scores and use data to inform math curriculum revision work that occurs in 2021-22. Hypothesis- that our math achievement may be rooted in bolstering instructional practices and mathematic habits. Start by looking at the data, then go back to the standards for clarity on what is in the instructional range, ensure it is written into curriculum then delivered in instruction and assessed to the level that standards/eligible content define.	
"Students with disabilities" subgroup need to seek baseline targets.	This challenge has been exasperated by gaps in instruction and being able to implement LFS.	
NTSD seeks to continue to use the Learning Focused Schools Framework.	NTSD can rekindle the LFS framework. The pandemic resulted in a shift in focus to online instruction, a need for devices, the internet, etc.	
Development and	The district will develop building level teams that will contribute to a district level core team to develop it's own professional development model for SEL.	



Challenges	Discussion Point	Priority for Planning
implementation of a sustainable SEL professional development model.		

# ADDENDUM B: ACTION PLAN

## Action Plan: Learning Focused Schools

Action Steps		Anticipated Start/Completion Date	
The school district's LFS trainers will participate in a Train the Trainer Institute that will be delivered by LFS Instructional Specialists. The district's trainers will receive training on the updated LFS Instructional Framework.		06/13/2022 - 10/16/2023	
Monitoring/Evaluation		Anticipated Output	
Building principals and district level administration will support implementation at the classroom level through walk-through monitoring of lessons and coaching of teachers in need of support.		Following the accelerating learning training, teachers will be able to develop and deliver lessons that effectively address learning gaps among students.	
Material/Resources/Supports Needed		PD Step	Comm Step
Trainers LFS Instructional Specialists Training Materials		no	no

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Action Steps	Anticipated Start/Completion Date		
Teachers and professional staff will receive training on the three stages of the LFS Instructional Framework: high performance, increasing the rigor, and accelerating.	08/30/2022 - 06/02/2023		
Monitoring/Evaluation	Anticipated Output		
Building principals and district level administration will support implementation at the classroom level through walk-through monitoring of lessons and coaching of teachers in need of support.	Following the accelerating learning training, teachers will be able to develop and deliver lessons that effectively address learning gaps among students.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Professional Development time LFS Trainers Training Materials	yes	yes	

Action Steps	Anticipated Start/Completion Date
District administrators will receive professional development on LFS Coaching.	08/30/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
Building principals and district level administration will support implementation at the classroom level through walk-through monitoring of lessons and coaching of teachers in need of support.	Following the accelerating learning training, teachers will be able to develop and deliver lessons that effectively address learning gaps among students.

Material/Resources/Supports Needed	PD Step	Comm Step
LFS Leadership Specialist	yes	yes

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**Action Plan: SEL Professional Development**

Action Steps	Anticipated Start/Completion Date
The school district will contract with Moritz Consulting to develop a SEL professional development program that is targeted to meeting the needs of the district students and staff.	08/08/2022 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
The core team will actively monitor the implementation and assess it's effectiveness through data collection.	The work in year one will lead to the implementation during year 2.

Material/Resources/Supports Needed	PD Step	Comm Step
All materials to be provided through work done with Moritz Consulting.	yes	yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The school district will provide professional development through Learning Focused School to update the district LFS trainers on the most current LFS best practices, framework, and programming. This training will also include the incorporation of additional trainers. The Train the Trainer institute will provide participants with the common language and strategies needed to effectively redeliver professional development that is job-embedded and distributed across the school year. Trainers will be able to tailor professional development to meet the specific needs of teachers while ensuring consistency and pervasiveness of practices across all grade levels and content areas. Follow up to the Train the Trainer Institute will include the training of the professional staff on the updated LFS Instructional Framework (Learning Focused Schools Train the Trainer Institute)</p> <p>School district administrators will receive professional development on implementation coaching in order to provide teachers with the support in areas of need in order to improve implementation of the LFS Instructional Framework. These sessions are targeted to ensure that the district administrators have the necessary background and resources to coach the classroom teachers on their planning and implementation of the LFS instructional framework. (Professional development on LFS coaching for the school district administrators.)</p>	Learning Focused Schools	Teachers and professional staff will receive training on the three stages of the LFS Instructional Framework: high performance, increasing the rigor, and accelerating.	08/30/2022 - 06/02/2023
The school district will provide professional development through Learning Focused	Learning	District	08/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>School to update the district LFS trainers on the most current LFS best practices, framework, and programming. This training will also include the incorporation of additional trainers. The Train the Trainer institute will provide participants with the common language and strategies needed to effectively redeliver professional development that is job-embedded and distributed across the school year. Trainers will be able to tailor professional development to meet the specific needs of teachers while ensuring consistency and pervasiveness of practices across all grade levels and content areas. Follow up to the Train the Trainer Institute will include the training of the professional staff on the updated LFS Instructional Framework (Learning Focused Schools Train the Trainer Institute)</p> <p>School district administrators will receive professional development on implementation coaching in order to provide teachers with the support in areas of need in order to improve implementation of the LFS Instructional Framework. These sessions are targeted to ensure that the district administrators have the necessary background and resources to coach the classroom teachers on their planning and implementation of the LFS instructional framework. (Professional development on LFS coaching for the school district administrators.)</p>	Focused Schools	administrators will receive professional development on LFS Coaching.	- 06/02/2023
The district will implement a model for professional development that is used consistently in each school. (SEL Professional Development Model)	SEL Professional Development	The school district will contract with Moritz Consulting to develop a SEL professional development	08/08/2022 - 06/07/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		program that is targeted to meeting the needs of the district students and staff.	

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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Learning Focused Schools Train the Trainer Institute	District LFS trainers and administration will participate.	The district LFS trainers will receive training on the updated Learning Focused School Instructional Framework that includes three stages: high performance, higher order thinking, reading and writing, and accelerating learning.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Trainers will have the necessary background in the updated LFS Instructional Framework and will deliver the trainings to the professional staff.	08/18/2022 - 09/30/2024	Principal of Academic Affairs



**Danielson Framework Component Met in this Plan:****This Step meets the Requirements of State Required Trainings:**

3c: Engaging Students in Learning

3b: Using Questioning and Discussion Techniques

1c: Setting Instructional Outcomes

2b: Establishing a Culture for Learning

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

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**Professional Development Step****Audience****Topics of Prof. Dev**

Training of the professional staff on the updated LFS Instructional Framework

NTSD professional staff

Training on the updated Learning Focused School Instructional Framework that includes three stages: high performance, higher order thinking, reading and writing, and accelerating learning.

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**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**

Following each training, district teachers will implement the stage on which they were trained under the monitoring and support of the administration.

08/24/2022 - 09/30/2024

Principal of Academic Affairs

**Danielson Framework Component Met in this Plan:****This Step meets the Requirements of State Required Trainings:**

2b: Establishing a Culture for Learning

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

3a: Communicating with Students

1a: Demonstrating Knowledge of Content and Pedagogy

3b: Using Questioning and Discussion Techniques

3e: Demonstrating Flexibility and Responsiveness

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**Professional Development Step****Audience****Topics of Prof. Dev**

LFS Coaching for Administrators

District administrators

Implementation Coaching provides teachers and administrators with the support in areas of need in order to improve implementation. It is during these sessions that targeted support is provided to ensure the greatest impact of High Yield Instructional Strategies is possible.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
District administrators will incorporate the coaching strategies and techniques during walk-throughs and supervision monitoring.	08/24/2022 - 09/30/2024	Principal of Academic Affairs

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	
4a: Reflecting on Teaching	
3d: Using Assessment in Instruction	
4d: Participating in a Professional Community	
2c: Managing Classroom Procedures	
4e: Growing and Developing Professionally	
1c: Setting Instructional Outcomes	
3e: Demonstrating Flexibility and Responsiveness	

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Professional Development Step	Audience	Topics of Prof. Dev
SEL Professional Development Model	District SEL Core Team	SEL program development that is specific to Northern Tioga School District.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Materials and resources will be developed and ready for a year 2 implementation.	08/08/2022 - 06/07/2024	Principal of Academic Affairs

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating an Environment of Respect and Rapport	

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The school district will provide professional development through Learning Focused School to update the district LFS trainers on the most current LFS best practices, framework, and programming. This training will also include the incorporation of additional trainers. The Train the Trainer institute will provide participants with the common language and strategies needed to effectively redeliver professional development that is job-embedded and distributed across the school year. Trainers will be able to tailor professional development to meet the specific needs of teachers while ensuring consistency and pervasiveness of practices across all grade levels and content areas. Follow up to the Train the Trainer Institute will include the training of the professional staff on the updated LFS Instructional Framework (Learning Focused Schools Train the Trainer Institute)</p> <p>School district administrators will receive professional development on implementation coaching in order to provide teachers with the support in areas of need in order to improve implementation of the LFS Instructional Framework. These sessions are targeted to ensure that the district administrators have the necessary background and resources to coach the classroom teachers on their planning and implementation of the LFS instructional framework. (Professional development on LFS coaching for the school district administrators.)</p>	Learning Focused Schools	Teachers and professional staff will receive training on the three stages of the LFS Instructional Framework: high performance, increasing the rigor, and accelerating.	2022-08-30 - 2023-06-02
The school district will provide professional development through Learning Focused	Learning	District	2022-08-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>School to update the district LFS trainers on the most current LFS best practices, framework, and programming. This training will also include the incorporation of additional trainers. The Train the Trainer institute will provide participants with the common language and strategies needed to effectively redeliver professional development that is job-embedded and distributed across the school year. Trainers will be able to tailor professional development to meet the specific needs of teachers while ensuring consistency and pervasiveness of practices across all grade levels and content areas. Follow up to the Train the Trainer Institute will include the training of the professional staff on the updated LFS Instructional Framework (Learning Focused Schools Train the Trainer Institute)</p> <p>School district administrators will receive professional development on implementation coaching in order to provide teachers with the support in areas of need in order to improve implementation of the LFS Instructional Framework. These sessions are targeted to ensure that the district administrators have the necessary background and resources to coach the classroom teachers on their planning and implementation of the LFS instructional framework. (Professional development on LFS coaching for the school district administrators.)</p>	Focused Schools	administrators will receive professional development on LFS Coaching.	30 - 2023-06-02
The district will implement a model for professional development that is used consistently in each school. (SEL Professional Development Model)	SEL Professional Development	The school district will contract with Moritz Consulting to develop a SEL professional development	2022-08-08 - 2024-06-07

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		program that is targeted to meeting the needs of the district students and staff.	

# COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Learning Focused School Planning	Learning Focused School Trainers	Setting up the training dates and pre-planning
Anticipated Timeframe	Frequency	Delivery Method
06/15/2022 - 09/30/2024	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer trainings.	Other
Lead Person/Position		
Principal of Academic Affairs		

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**ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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